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## **INNOVATIVE TECHNIQUES IN THE WORK OF THE EDUCATOR OF THE EXTENDED-DAY GROUP IN PRIMARY SCHOOL**

The main tasks of the school today and the extended-day group, in particular, are to ensure the modern quality of education and upbringing, to strengthen the child's mental, physical, social and aesthetic development. The implementation of these and other tasks is regulated by state documents that also describe the functioning of the extended day-groups of primary and secondary educational institutions of Ukraine.

The purpose of the article is to highlight the innovative techniques in the organization of the educational process in the extended-day groups at primary school.

The peculiarities of the organization of the educational process in the extended-day group were described in the works of Sh. Holchek, M. Horobei, P. Hrankin, V. Dimitrova, B. Kobzar, E. Kostyashkin, T. Rabcheniuk, etc. The researches of A. Bondar, A. Hordin, K. Prysiashniuk, A. Khrypko, V. Chubenko are devoted to the problem of developing the network of the extended-day groups. The content, forms and methods of educational activity in the extended-day groups were studied by V. Korotov, H. Manke, I. Marienko, V. Riazanova, M. Skatkin and others. The works of L. Vedenisova, V. Martynenko, O. Surkov are focused on the organization of primary school pupils' self-preparation and the development of their independence. The theoretical and practical aspects of the social development of the younger children in the extended-day groups became the subject of T. Herland's research. The way of managing the educational process in the extended-day group is deepened by V. Saprykin [1, 2].

Quite often educators, school administration and parents see the function of the extended-day group in controlling children's homework and reviewing the material learned by the pupils at the lessons in the morning. It should be noted that such a vision does not correspond to the modern function of an educator.

The important elements of a teacher's professional preparation for working in an extended-day group are the following:

- familiarizing the educator with the basic functions, rights and responsibilities of pupils;
- awareness of the content and structure of the educator's activities in organizing the educational process in an extended-day group [3].

The organizer of the educational process in the extended-day group is guided by the Constitution and laws of Ukraine, Decrees of the President of Ukraine, the decisions of the Cabinet of Ministers of Ukraine, educational management bodies of all levels, the rules and regulations of labor protection, safety and fire protection, as well as the Charter and local legal acts of the school including the internal labour rules of the school, orders of the school headmaster, the employment contract and the Convention on the Rights of

the Child [4]. The educator of the extended-day group is fully responsible for the conditions, the current state and perspectives of pupils' personal development of [5].

Besides, the educators should create a friendly comfortable atmosphere for the pupils so that they could work and relax at the same time. While organizing the educational process in the extended-day group, the educators should use interactive technologies, in which each pupil has the feeling of success and develops his/her intellectual abilities. Working in groups makes poor, unsure pupils feel safe, gives them confidence in their ability to overcome difficulties.

The teacher can also add some games, quizzes and competitions into the daily schedule. Topical quizzes like "Know the profession" and "My mother tongue" deepen the pupils' ideas about the variety of professions, the beauty and richness of the language, develop pupils' curiosity, imagination and creativity, nurture respect for the people and their work.

Game as a method of teaching organizes, develops pupils, expands their cognitive abilities, nurtures their personality. During the game the pupils:

- master the rules of behavior and the role of social groups of the class in gaming activities that they will transfer to their real life;
- acquire the skills of joint collective activity, train the individual characteristics necessary for achieving the goals in the game;
- accumulate cultural traditions brought to the game by participants, teachers, additional means such as visual aids, textbooks, computer technologies, etc. [2:20].

It is important to use a personality-oriented approach in the education of primary school pupils, since children of this age group are characterized by a special attitude to moral and ethical influences, perception of norms of cultural behavior, the culture of relationships [6: 420].

A very important stage in the work of the educator of the extended-day group is the work with parents. The teachers can organize parents' meetings that can be held in the form of informal meetings, round table discussions, consultations, exchange of experience, etc. The involvement of parents in various events, holidays, parties, excursions, meetings can also help the educators.

Extended-day groups should be the places where children feel safe, confident and joyful. It is psychologically difficult for a primary school pupil to spend the major part of the day at school. That is why the educator should create a positive atmosphere for the pupils and organize the activities for both studying and rest. The teacher should be a facilitator who can give pupils a piece of advice in different situations, help him/her with the homework, organize pair and work group, help pupils to communicate and develop their learning autonomy.

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